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	Issued: AUTUMN 2025
BEHAVIOUR MANAGEMENT POLICY	Review date: SPRING 2027
	Supersedes: SPRING 2023
Approved by	FULL GOVERNING BODY/LEADERSHIP & MANAGEMENT COMMITTEE/HEADTEACHER

Rationale

Our aim is to provide an environment where learning can take place happily and without disruption, where everyone is treated with due respect.

We recognise that there will be times when the behaviour choices of individual children may disrupt the education for themselves as well as of other pupils.

Our policy is intended to minimise any disruption through a system of rewards and sanctions linked to a clear staged system and our six school values.

Our Ethos

We firmly believe developing positive relationships and strong emotional connections, which are built upon a foundation of mutual respect, are key to ensuring our pupils behave well and are appropriately supported.

General Expectations

We expect all children to continually treat school staff, visitors, other children and themselves with respect, as well as the property of themselves and others. We recognise that it is the right of every child to receive an education without the threat of unkindness – be it physical, mental or emotional. We expect children to move around the school in an orderly manner and to be able to trust them to always follow our six school values: Respect, Courage, Aspiration, Perseverance, Pride and Independence.

Bullying is taken very seriously, and an anti-bullying policy exists to manage and prevent this in all its forms.

The South End Signature

The South End Signature is a statement that all stakeholders are expected to sign up to when joining the South End Junior community, including children, parents, carers, staff and governors. This is prominently displayed outside the school and in learning bases.



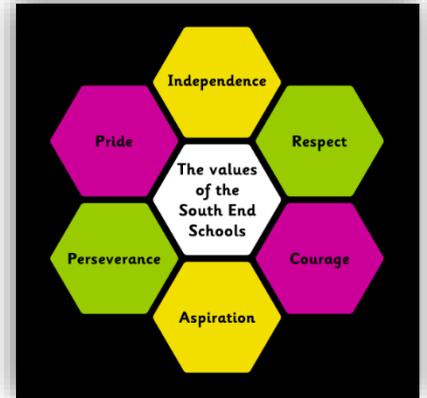
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Using the Values

Our values are used to guide behaviour choices instead of a set of rules. Children are taught what each value means and 'how it looks in practice'. This is performed through our PSHCE curriculum, assemblies and our day-to-day practice. Each term, one value takes its turn to be in the spotlight across the whole school. Values ambassadors are celebrated termly.

Our school values are clearly displayed in all learning spaces around the school alongside the '5 Stages' system shown below.

When reflecting on their behaviour choices and sanctioning children, all staff must use an inclusive, emotion coaching approach (see below) whilst directly linking their discussions to the school values. Sanctioning is determined by the 5 stages as outlined in this policy.



Emotion Coaching Approach

All staff use the 'emotion coaching' approach to help them deal with behaviour incidents. Emotion coaching enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. It is a practical three-step approach to dealing with behaviour in the moment:

- Step 1: Recognising, empathising, validating the feelings of the child and labelling them. This allows the child to calm down through co-regulation. It is important that the adult sets the emotional tone so that the child is able to reflect back the calm empathic face of the adult.
- Step 2: Setting limits on behaviour. Co-learning through stating the boundary limits of acceptable behaviour and making it clear that some behaviours cannot be accepted.
- Step 3: Problem-solving with the child when the child is calm and in a relaxed and rational state. Explore the feelings that gave rise to the behaviour, problem, or incident. Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes. Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.

The child may need time to calm down between steps 2 and 3, which could be a period of 'reflection time'. The 'reflection sheet' encompasses the three steps of emotion coaching.

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Reflection time

This can happen with any member of staff, either verbally or by using a reflection sheet. This does not have to take place at lunchtime. Predominantly, reflection sheets are completed in time in/time out; however, this may be more appropriate for some children to do this at another time with the associated adult.

If an adult awards a child time in during lunchtime, that adult must inform the SLT member on duty of the reasons why to enable reflection and reparative work to take place.

Positive Rewards

Members of staff employ positive rewards as part of the daily routines to celebrate and encourage good behaviour and conduct for all.

- Written or spoken praise and encouragement
- Value stones
- House points
- Merits
- FaB Friday
- Values ambassador awards
- Postcards sent home
- Golden Tickets

Our 5 Stage Behaviour System

Our behaviour system follows 5 stages. These are detailed below and are displayed in all areas of the school. Our key aims are to ensure all stakeholders understand the expectation for children to follow our school values; know what happens if they choose not to; and that rewards and sanctions are implemented with reliability and consistency.

Any child not on 'Stage 1' can only be awarded limited rewards: written and verbal praise, value stones, house points and merits.

Children begin the school day on 'Stage 1' every day other than those on Stage 4 or 5.



Stage 1: We expect all our children to be following our school values. When doing this, they will have endless opportunities for celebration and can access all rewards available.

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Stage 2: Children who *choose* not to repeatedly follow school values, despite reminders, will be recorded in the Values Book. This will involve the incident being recorded as a Stage 2 (or S2). No child should be awarded more than one Stage 2 on any given day.

Discussion will follow where it is reiterated to the pupil what they need to do to re-focus and return to Stage 1. This sanction can be given by any member of staff.



Stage 3: Children continuing to *choose* not to follow our school values will be given reflection time. This stage is recorded in the Values Book as a Stage 3 (or S3). An initial conversation must be had with the adult who imposed the sanction using an emotion coaching approach.

The awarding adult makes the professional judgement as to whether the child needs to time regulate immediately and 'time out' is required, or if they are regulated and 'time in' is more suitable during the next break. The child is given time in or time out - never both.

A reflection sheet will be completed by the child following a reflective conversation with an adult (but some pupils may require the support of a scribe to do this).

This sanction can be given by any member of staff.

Stage 4: Focus Cards are introduced to help re-focus children and return to Stage 1. They are a form of monitoring, target setting and, most importantly, support to ensure the child knows exactly what they need to do to improve behaviour. They will enable relationships to be strengthened through regular 1:1 discussion. Parents are informed of this stage by the child's class teacher.

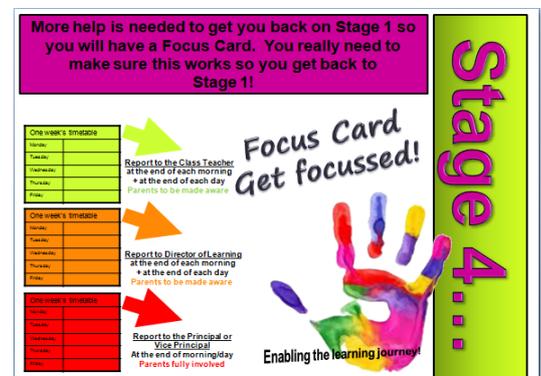
This sanction can only be implemented by the class teacher or a senior leader. Discussions between teachers and leaders will determine the colour of the card. Focus Cards are recorded in the Values Book as a Stage 4 (or S4) and the colour of the card.

A class teacher is responsible for placing and monitoring a child on a green card. A phase leader will do the same for orange cards and the headteacher/ deputy headteacher for red cards.

When the child demonstrates they have met their target for a week, they move 'up' through the cards (Red > Orange > Green) depending on where they began.

The maximum time a child can be on any colour card is 2 weeks. If targets are not met in this time, the child will be placed on a different coloured card, or an alternative plan will be implemented in liaison with SLT.

Comments made on all cards must relate to the child's target.



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Stage 5: This is a personalised support plan tailored to the individual needs of the child.

Further strategies will be deployed such as one-one time between the child and Deputy/ Head, regular meetings and liaison with parents, a PGP for behaviour or the involvement of external support agencies.

Parental involvement, engagement and support is essential for impact and success.

Inclusion

In addition to the core policy, we use a range of strategies to support the wellbeing of those pupils who are more vulnerable, including those with SEND. These strategies may include the following:

- All staff members are aware of individual pupils' needs.
- All adults respect, understand and nurture all children.
- All staff are expected to build positive relationships with all children. Children with vulnerabilities may be linked to key adults.
- Children can choose a safe place to use when they need it.
- Support during transition times. This enables children to check-in and update an adult with how well things are going, and any concerns can be dealt with immediately.
- Chunking of breaktimes/lunchtimes. This is designed to support children to manage unstructured time and support the development of social interactions.
- Advance notice of any routine changes. This ensures the child is aware of any changes that are happening in the coming days.
- All children identify their trusted adults on their individual helping hands and this is regularly reviewed.
- For some children with SEND, time in or time out may not be suitable. Instead, reasonable adjustments need to be put in place as written on their PGPs, for example regular movement or sensory breaks, token economy system, chunked learning with shorter tasks and additional resources. The graduated approach is followed, and external agencies may become involved such as Maplefields Outreach.
- Further support by the Director of Inclusion.

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Other Responsibilities

The Deputy Headteacher/ Headteacher

In some serious cases of very disruptive children, it may be necessary for the matter to be referred immediately to the Deputy Head/ Head. Only the Head can decide to exclude a pupil, in which case the child's parents will be informed. The Local Authority will be notified in accordance with current LA/DfE guidelines.

Where staff have needed to manage more complex or serious incidents, support will be offered immediately to those staff members. This may include time out in the staffroom and opportunities to talk through what happened with other peers or senior leaders.

The Headteacher regularly monitors Values Books and behaviour standards across the school in liaison with the Pastoral Support Assistant.

Senior Leadership Team

Each SLT member completes one lunch duty per week. During this time, the members of SLT support the lunch team to manage any behaviours which do not show school values. In addition, SLT will provide regular support and CPD.

All staff

Every member of staff who works with children is expected to implement this policy with consistency and reliability, while being understanding of pupils with additional needs or vulnerabilities.

Staff are encouraged to seek support from their line managers/ SLT if they feel they need help with behaviour management and implementing the policy.

The Governors

The governors have overall responsibility for overseeing the setting up of an effective behaviour policy although it will be implemented by the Deputy Head/ Head and staff. The governors are not involved in the day-to-day management of behaviour. In the case of an exclusion, against which the child's parents appeal, the governors will make the decision as to whether the appeal is upheld. The Head must then abide by this decision.

Parents

We anticipate that parents will always keep a balanced view on incidents that are reported at home by the child. In the first instance, parents should contact their child's teacher with any queries. The school will always make the decision based on the factual evidence they have at the time when dealing with situations.

Emergency situations

A red triangle with the area name is situated in every learning space. These may be used in any emergency. A child can take this triangle to the nearest member of SLT for them to come to the area to assist.